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ABSTRACT

This study examined whether faculty in advertising and public relations feel they are being treated fairly in their departments and in the Association for Education in Journalism and Mass Communication (AEJMC). A three-page questionnaire was mailed to 460 people belonging to either the Advertising Division or the Public Relations Division of the AEJMC; 232 were returned, for a response rate of 50.4%. Findings revealed that a majority of respondents feel they are treated fairly by their department chairs, but that many feel mistreated by their departments, and especially by their news/editorial faculties. Findings also showed that there is widespread feeling that schools favor their news/editorial sequences, and that the AEJMC has a bias in its activities and publications. Despite the problems, a majority of the respondents said that advertising and public relations should remain in departments and schools of journalism and mass communication. (Nine footnotes are included, and an appendix contains the questionnaire.) (SR)

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Faculty Members In Ad/Pr Perceive Discrimination In Academia

By Fred Fedler and Ron F. Smith

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Paper presented to the Public Relations Division of the Association for Education in Journalism and Mass Communication at the association's convention in Minneapolis, Aug. 11, 1990.

The authors teach in the news/editorial sequence at the School of Communication, University of Central Florida, Orlando.

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Faculty Members In Ad/Pr Perceive Discrimination In Academia

By Fred Fedler and Ron F. Smith*

In the past, faculty members in advertising and public relations have complained of discrimination in salaries, tenure, promotions, and other aspects of academia. Some faculty members in the two areas have also complained of discrimination in AEJMC: of discrimination in AEJMC's conventions, publications, and standards for accreditation. Some of the faculty members have suggested that they would be better off in schools of business. At times, the debate has grown ugly.

Now, some problems are being resolved. Because of the areas' rapid growth, the students and faculty members in advertising and public relations have begun to dominate some departments and schools of journalism. With a total membership of 578, they have also begun to wield more power in AEJMC. There is also evidence that old antagonisms are diminishing, especially conflicts with the faculty members in news/editorial sequences.

As we enter the 1990s, then, do the faculty members in advertising and public relations feel they are being treated fairly in both their departments and AEJMC? This study will try to answer that question.

Traditionally, the nation's departments and schools of journalism

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trained students to work for newspapers: to become reporters, editors, or photographers. Departments also offered other courses and sequences, but those sequences were smaller and less influential.

As recently as 1977, Newsom reported that 300 colleges and universities offered courses in public relations, but that 80% of those institutions employed a single person to teach all their courses. About 100 colleges and universities offered sequences in public relations, but few accredited the sequences. "In some cases," Newsom concluded, "the public relations sequence is the bastard child of a strong news/editorial program."[1]

Toran found that faculty members in other sequences were openly hostile toward public relations. In addition, some programs seemed "stifled by journalism administrations."[2]

The faculty members in news/editorial sequences were especially hostile. Many were former reporters and editors who viewed their jobs as more important than public relations: as nobler and more pure. Some called the people in public relations "flacks" and "propagandists." Others viewed them as unprincipled manipulators of the press.

Faculty members in advertising encountered similar prejudices. They were called "hucksters" and told that advertising was too practical an area "to be respectable in the academic community."[3]

Clearly, however, some things have changed. By the fall of 1988, Becker projected that 147,000 students were majoring in journalism and mass communication -- and that only 27,221 (19.5%) were enrolled in news/editorial sequences. By comparison, 24,008 (17.2%) were enrolled in advertising, 21,763 (15.4%) in public relations, and 10,225 (7.3%) in programs that combined advertising and public relations.[4] Altogether,

then, 40% of the nation's journalism students were majoring in advertising, public relations, or a combination of the two fields. Moreover, they outnumbered the students in news/editorial sequences by a margin of more than 2 to 1.

The faculty in advertising and public relations has also expanded. Weaver and Wilhoit reported that 3,600 full-time professors are employed in the field of journalism and mass communication. Weaver and Wilhoit also reported that 31.8% of the full-time professors have worked in public relations, and that 21.5% list it as one of their teaching areas. Similarly, 22.7% percent of the full-time professors have worked in advertising, and 19.4% list it as one of their teaching areas -- all sizeable minorities.[5]

In addition, differences between schools' traditional sequences are disappearing. Reflecting that trend, some schools now require all their students to complete the same basic curriculum. The Oregon Report recommended that approach. The report explained that, "The rapid infusion of new knowledge and pace of technological change will push journalism/mass communication schools away from industry-oriented sequence programs and toward more generic mass communication study."[6]

Some problems remain, however. As recently as 1988, Ryan and Martinson reported evidence, both empirical and anecdotal, "that the antagonism many journalists feel toward public relations is firmly embedded in journalistic culture, and that the antagonism influences the mass communication process."[7] Habermann, Kopenhaver, and Martinson found that the gap between journalists and public relations practitioners was also "operative in schools and departments of journalism and mass communication."[8]

Thus, the areas of advertising and public relations once occupied secondary positions in journalism education. Trends during the last 20 years seem to be moving the two areas toward positions of equality, yet areas of discontent remain.

How serious is that discontent? This study will try to answer that question. It will also try to identify the areas of greatest discontent.

Methodology

During the fall of 1989, the authors obtained the mailing lists for all 252 members of AEJMC's Advertising Division and for all 326 members of AEJMC's Public Relations Division. The members of those two divisions (primarily journalism educators) seemed to be the individuals most knowledgeable -- and most directly affected -- by the areas' status in academia.

The authors discarded the names of division members living outside the United States. In addition, they found that 66 people belonged to both divisions. The authors, then, mailed questionnaires and stamped, self-addressed envelopes to 460 individuals who belonged to one or both divisions.

The three-page questionnaire contained three sections and asked 33 questions. Section I asked the divisions' members to describe themselves and the units in which they taught. The respondents were asked, for example, about their chairs' primary teaching area, their areas' size, and their departments or units' size and composition. In addition, the respondents were asked to list their primary teaching area, their highest academic degree, years of full-time professional experience, years of full-

time teaching experience, rank, and tenure. The respondents were also asked whether their closest colleagues were faculty members in their area, faculty members in another area, or professionals in the community.

Section II asked the respondents to indicate whether they agreed with nine statements about issues of concern to faculty members: issues such as their institutions' recognition of research and creative activities, their areas' influence within their departments or units, whether their areas would be better off in separate departments, whether their areas would be better off as part of a business program, and whether professional meetings are more valuable than AEJMC conventions.

Section III asked the respondents whether every area in their department or unit was treated fairly, or whether their department favored the faculty members in: (1) news reporting and editing; (2) public relations; (3) advertising; or (4) media law, theory, or ethics. The questions in Section III asked about favoritism in areas such as class size, the allocation of equipment and supplies, tenure, promotions, merit raises, and the recognition of research and creative activities.

Finally, Section III also asked the respondents whether AEJMC activities and publications seemed to favor any areas.

Findings

The authors mailed out 460 questionnaires and received 232 replies: a response rate of 50.4%. Eighteen of the responses were returned too late, however, to be included in the analysis. The questionnaires were distributed in November of 1989, and some were returned as late as the following March. (Appendix A includes a copy of the questionnaire -- and

a tally of all the responses.)

The response rate for full-time faculty members is probably somewhat higher than the numbers indicate. Some members of AEJMC's Advertising and Public Relations Divisions are professionals, not faculty members, and apparently failed to return the questionnaire for that reason. It was impossible to easily screen all the names in advance: to limit the mailing to active faculty members. Some members of the two divisions are retired faculty members, and some are professionals who teach part-time. Also, many list their home (not business) addresses, so it was impossible to determine in advance whether everyone was currently associated, in any way, with a school.

Sixty-four of the faculty members who responded to the questionnaire listed advertising as their primary teaching area, and 85 listed public relations. A comparison of the faculty members in the two areas revealed no significant differences in their rank, professional background, or tenure.

Professional Relationships. Nine questions in Section I asked the respondents about their chairs, departments, universities, and colleagues.

Nearly three-fourths of the respondents who belonged to AEJMC's Public Relations Division said they felt as influential as any of the other faculty members in their departments (See Table I).

Three factors affected the respondents' feelings of influence: (1) their departments' composition, (2) their rank, and (3) their professional

Table I

The Percentages Of AEJMC PR Division Members

Who Expressed Their Agreement On These Issues*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Not enough credit is given for creative activities	16.5	30.1	18.0	25.7	9.7
Not enough credit is given for research activities	4.8	12.9	10.0	44.5	27.8
My teaching area is well-respected by colleagues in my department	24.4	40.2	12.0	18.7	4.8
My teaching area is well-respected by colleagues in other departments	8.6	34.0	30.1	18.7	8.6
I have as much say as any faculty member in setting direction for my department	32.5	39.7	9.6	11.5	6.7
My area would be (or is) better off in a separate department	16.5	15.5	12.6	27.2	28.2
Advertising should be part of the business program	6.7	13.9	21.5	33.0	24.9
Public relations should be part of the business program	3.3	8.5	15.8	33.0	39.2
Professional meetings are more beneficial than AEJMC conferences	12.5	19.2	30.3	27.0	10.1

*The respondents were asked to base their answers on their observations at their own institutions.

experience.* Respondents in the majority in their departments felt they had more influence. Professors were also more likely to feel influential. Eighty-six percent of the professors said they had as much influence as anyone in their departments, compared to 70.7% of the associate professors, and to 69.7% of the assistant professors.

Similarly, 81% of the faculty members with more than 10 years of professional experience said they had as much influence as anyone in their departments. That compares to 71.9% of the faculty members with 5 to 10 years of experience, and to 58.5% of the faculty members with 0 to 4 years of experience.

It did not matter whether the respondents taught in departments that included only traditional journalism sequences or whether they taught in departments that included speech, organizational communication, and English, for example. Their chairs' primary teaching area was also unimportant.

The respondents expressed more concern about a second problem: the respect their area received from other faculty members.

More than a third of the respondents did not consider their area well respected by other faculty members in their departments. Four factors affected the respondents' feelings of respect: their chairs, department composition, department size, and faculty size:

*Faculty members who said their chair came from their area were significantly more likely to feel respected in their departments. Only 5.7% of the faculty members with a chair from the area said their area was <u>not</u> well respected, compared to 31.0% of the faculty members whose chair came from another area.

*Members of the Public Relations Division who worked in departments <u>without</u> a news/editorial sequence were also more likely to feel well

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*All the comparisons reported in this article are significant at the .05 level using chi-square, unless otherwise noted.

respected within their departments. Eighty percent of the faculty members in departments without a news/editorial sequence felt respected in their departments, compared to 61.5% of the faculty members in departments that included a news/editorial sequence.

*Division members in smaller departments (in departments with fewer than the median number of faculty members) were also more likely to feel respected in their departments. Seventy-four percent of the faculty members in departments that were smaller than the median said their area was well-respected, compared to 55.7% of the faculty members in departments that were larger than the median.

*Members of the Public Relations Division also saw strength in numbers. Members who taught in departments with more than the median number of faculty members in their area were more likely to believe their area was respected, 30.6% to 17.6%. Division members in departments with a majority of faculty members drawn from other areas were more likely to believe their area was not well respected: 29.2% to 10.3%.

The respondents also expressed concern about the respect their area received from other departments on campus. Only 44.6% of the respondents said their area was well respected, and nearly a third said they were not sure.

Assistant and associate professors were most concerned about the problem. Only 29.3% of the assistant professors said their area was well respected by the faculty members in other departments, compared to 46.1% of the associate professors and to 53.5% of the professors.

Despite their problems, a majority of the respondents said that advertising and public relations should remain where they are: primarily in departments and schools of journalism and mass communication.

Fifty-eight percent of the respondents opposed moving advertising to their schools' business programs, and 69.2% opposed moving public relations. Faculty members who listed public relations as their primary teaching area were most vehement in their opposition to the move: 81.1% opposed moving public relations to business. By comparison, 64.5% of the faculty members

in advertising opposed the move.

However, a third of the respondents felt that they would be (or are) better off in separate departments.

Division members who taught at schools with large enrollments were most likely to favor separate departments. Fifty-one percent of the faculty members in departments with student bodies larger than the median said they would be better off by themselves, compared to 21.3% of the faculty members in departments with smaller enrollments.

As expected, the respondents said they worked most closely with other faculty members in their area. Seventy-seven percent of the faculty members in advertising said they worked most closely with other faculty members in advertising. Thirty-six percent of the faculty members in advertising listed colleagues in public relations (The respondents were told they could give multiple responses to the question, and most did).

Sixty-three percent of the faculty members in public relations said they worked most closely with other faculty members in public relations. Almost 30 percent, however, listed colleagues in their schools' news/editorial sequence. Only 13.1% listed colleagues in advertising.

Less than 1.0% of the respondents listed faculty members in other areas in their universities. About 3% listed colleagues in their professional communities.

Another question asked the respondents about creative activities, and nearly half said their institutions do not give enough credit for the activities. By comparison, only 17.6% said their institutions do not give enough credit for research.

Some respondents jotted additional comments on their questionnaires, and the issue of creative activities provoked the most comments. When asked whether it was easier for the faculty members in some areas to be recognized for creative activities, one faculty member responded that everyone at his institution was treated equally: "poorly." A faculty member at another institution agreed that everyone was treated equally: that none were given any recognition for creative activities. "We typically don't have any creative efforts," a third respondent said. "All are treated poorly," a fourth said, "Research is king here."

Thirty-two percent of the respondents said that professional meetings are more beneficial than AEJMC conventions for the faculty members in their area, and 30.3% said they were not sure which activities were the most beneficial. Faculty members without doctorates were more likely to prefer professional meetings: 45.7% to 26.4%.

Perceptions of Bias. The questionnaire listed 10 aspects of academia, and many members of AEJMC's Public Relations Division said their institutions favored their news/editorial faculties in nine of the areas (See Table II).

About half the division's members said it was easier for the news/editorial faculty to schedule small classes. A third of the division's members said the news/editorial faculty received more equipment and supplies. Nearly a quarter said it was easier for the news/editorial faculty to receive recognition for professional activities. Fifteen percent said it was easier for the news/editorial faculty to obtain merit raises, tenure, and promotions.

Table II

The Percentages Of Faculty Members Responding Positively To Questions About Issues Of Fairness And Equality

First Question: "Do you believe it is easier for faculty in some areas to be recognized in your institution's faculty evaluations in the following categories":

	Reporting, Editing	Adver-tising	Public Relations	Media Law, Theory/Ethics	All Treated Equally
Research	9.4	4.9	4.3	24.4	61.6
Creative activities	16.9	12.0	5.9	0.5	70.2
Professional activities	24.5	5.0	10.5	4.0	67.8
Tenure	14.9	3.1	1.0	11.0	75.2
Promotion	16.8	1.0	1.9	12.5	74.5
Equipment and teaching supplies	36.5	5.0	2.4	1.4	59.4
Merit raises	15.5	4.6	4.1	6.0	77.0
Smaller class sizes	49.1	3.9	4.8	1.9	46.7

Second Question: "Do you believe the following items favor the faculty in some areas?"

AEJMC activities	58.3	2.6	2.6	32.4	34.3
AEJMC publications	65.2	4.6	3.1	41.4	23.7

Unsolicited comments expressed an often fierce hostility toward schools' news/editorial faculty. The respondents were asked how many people taught in their departments' news/editorial sequences, and one replied, "Too many." Another complained: "Although [my] administrator treats PR fairly, there is still loads of news/ed bias against pr."

Some faculty members in other areas expressed similar feelings of discrimination. For example: a respondent interested primarily in research theory and methodology said, "There is an overwhelming knee-jerk kowtow when someone mentions 'news.'"

Other respondents said their schools also favored the faculty members who taught media law, theory, and ethics: that it was easier for faculty members in those areas to receive recognition for their research.

Two factors affected the faculty members' perceptions of bias: (1) their rank and (2) departments' composition.

Assistant and associate professors were most inclined to believe that their schools favored other areas. Only 66.0% of the assistant professors said that every area in their departments was treated equally in tenure matters, compared to 71.2% of the associate professors and 94.3% of the professors. Similarly, only 67.3% of the assistant professors said that merit raises were distributed fairly, compared to 75.4% of the associate professor and 90.2% of the professors.

Division members who taught in departments dominated by faculty members from other areas were more likely to believe that their schools favored some areas in the awarding of equipment: 66.7% to 36.5%. They were less likely, however, to believe that there was a bias in tenure (20.2% to 44.4%) or in the recognition of creative activities (34.8% to 48.0%).

Other respondents -- often a majority -- complained of a bias in AEJMC.

Only a third of the faculty members who responded to a question about AEJMC felt that the association's activities treated every area fairly. Fewer than a fourth felt that the association's publications treated every area fairly.

Sixty-five percent of the respondents said that AEJMC publications favored news/editorial faculties. Fifty-eight percent said that AEJMC activities favored news/editorial faculties. Nearly a third of the respondents felt that AEJMC's activities also favored the faculty members who taught media law, theory, and ethics. Forty-one percent felt that AEJMC publications favored the faculty members who taught law, theory, and ethics.

Respondents who listed advertising as their primary teaching area were most likely to believe that AEJMC favored other areas. Only 11.7% of the respondents in advertising felt that AEJMC publications treated all areas equally (compared to 24.1% of the professors in public relations). Similarly, only 22.0% of the respondents in advertising felt that AEJMC activities treated all areas equally (compared to 36.1% of the professors in public relations).

There were interesting differences among the academic ranks. Junior faculty members were more likely to believe that AEJMC activities favored the faculty members teaching law, theory, and ethics. Twenty-one percent of the assistant professors expressed that view, compared to only 5.0% of the associate professors and 1.9% of the professors. Senior faculty members, on the other hand, were more likely to believe that AEJMC activities favored the faculty members in news/editorial sequences.

Two of AEJMC's critics explained:

*"AEJMC is just what it says (journalism and mass comm). Historically, this group favors journalism educators."

*"AEJMC publications are very biased and give preference to topics in theory and methodology."

Again, respondents from other areas expressed similar feelings of discrimination. One complained that, "AEJ publications tend to neglect broadcasting." Another said, "Those areas that deal with Visual Communications ... are underplayed and slighted in academia and AEJMC -- they are just becoming recognized as an important area requiring special training and skills."

Still other respondents insisted that AEJMC is becoming fairer. "I'm convinced," one said, "there is movement toward equal treatment of all areas by AEJMC. The improvements in equality are very noticeable and appreciated." A faculty member in public relations expressed a more controversial opinion, suggesting that some problems are the division's own fault. The respondent said: "There is no systematic bias operating, though some areas have produced more good scholarship than others. PR has not been noted for really high scholarship."

Discussion And Summary

The findings are disturbing. Clearly, some faculty members in advertising and public relations remain discontent. They feel treated fairly by their chairs, but unfairly by some colleagues in their departments, by colleagues in other departments, and by the field's leading association (AEJMC).

Much of their animosity continues to be directed at their schools' news/editorial faculty. Many of the respondents in both advertising and public relations complained that their schools favored their news/editorial faculties in matters such as class size, equipment and supplies, merit raises, tenure, and promotions.

Faculty members in advertising and public relations were also critical of AEJMC's activities and publications. Only a third of the respondents felt that AEJMC's activities treated every area fairly. Fewer than a fourth felt that AEJMC's publications treated every area fairly. The discontent was greatest among younger faculty members: assistant and associate professors.

Some faculty members in other areas (in broadcasting and photography, for example) expressed similar feelings of discrimination.

This study could not determine whether any of the feelings were justified, only that they seemed widespread. Additional studies will have to be conducted to determine whether the faculty members in advertising and public relations are unique in their feelings of discrimination. Studies conducted over time could determine whether the situation is improving.

Some complaints seem inevitable, however. Regardless of their area, faculty members are never likely to be completely satisfied with their status in academia. Moreover, as one area gains in power, others are likely to lose. Some faculty members in news/editorial sequences are already beginning to complain about their new and sometimes subservient role in departments dominated by advertising and public relations.[9]

Some of the problems discussed in this paper may be resolved through a natural cycle of maturation. The complaints expressed by faculty members

in advertising and public relations seem remarkably similar to the complaints other faculty members expressed years ago. Journalism programs did not become popular (nor gain much in respectability) until after World War II. Before then, the faculty members in news/editorial sequences complained that colleagues in other departments thought they belonged in trade or vocational schools, not universities. Even some professionals in the newspaper industry questioned the value of degrees in journalism.

For years, many of the faculty members in news/editorial sequences also resisted universities' emphasis on research, and some continue to do so. Today, faculty members in advertising and public relations seem to be expressing a similar resistance to research: a belief that creative and professional activities are more appropriate for their areas. That may explain, in part, their dissatisfaction with AEJMC publications and activities: both involve the presentation of research.

Optimistically, the faculty members in advertising and public relations will find that their status in academia improves as their industries continue to grow and mature, gaining in both professionalism and respectability. The faculty members in advertising and public relations are also likely to gain in status and power -- in their departments and AEJMC -- as they continue to attract a growing percentage of the nation's journalism students.

With more growth, faculty members in the two areas are likely to become a majority in more departments, to form separate departments, and to elect chairs from their own areas -- all factors currently associated with their feelings of discrimination.

In summary, the authors mailed questionnaires to 460 individuals who lived in the United States and belonged to AEJMC's Advertising and/or Public Relations Divisions, and about half the questionnaires were returned.

A majority of the respondents seemed to feel that their chairs treated them fairly. Many, however, felt mistreated by their departments -- and especially by their news/editorial faculties. When asked to consider 10 aspects of academia, many members of the Public Relations Division complained that their schools favored the faculty members in their news/editorial sequences in nine of the areas. Faculty members in other sequences expressed the same complaint: the apparently widespread feeling that their schools favored their news/editorial sequences.

Other respondents, often a majority, complained of a bias in AEJMC.

Despite the problems, a majority of the respondents said that advertising and public relations should remain where they are: primarily in departments and schools of journalism and mass communication.

Footnotes

1. Douglas Ann Newsom, "PR education: It's more than most employers think." Journalism Educator, Vol. 32, No. 2 (July 1977), p. 37.

2. William B. Toran, "Does PR education belong in the journalism school." Journalism Educator, Vol. 32, No. 4 (January 1978), p. 35.

3. Steuart Henderson Britt, "What Is Wrong With Advertising Education?" Journalism Quarterly, Vol. 44, No. 2 (Summer 1967), p. 319.

4. Lee B. Becker, "Enrollment growth exceeds national university averages." Journalism Educator, Vol. 44, No. 3 (Autumn 1989), pp. 3-15.

5. David Weaver and G. Cleveland Wilhoit, "A profile of JMC educators: traits, attitudes, and values." Journalism Educator, Vol. 43, No. 2 (Summer 1988), pp. 16-18.

6. Planning For Curricular Change in Journalism Education. A Report of the Project on the Future of Journalism and Mass Communication Education. Eugene, Ore: School of Journalism, University of Oregon, May 1984, p. 1.

7. Michael Ryan and David L. Martinson, "Journalists and Public Relations Practitioners: Why the Antagonism." Journalism Quarterly, Vol. 65, No. 1 (Spring 1988), p. 138.

8. Peter Habermann, Lillian Lodge Kopenhaver, and David L. Martinson, "Sequence Faculty Divided on PR Value, Status, and News Orientation." Journalism Quarterly, Vol. 65, No. 2 (Summer 1988), p. 495.

9. Fred Fedler, Tim Counts, and Raleigh Mann, "'Nonmajors' Express Anxiety, Question Need for Basic Writing Class." Paper submitted for presentation to the Newspaper Division at the AEJMC Southeast Colloquium in Charleston, S.C., in March 1990.

Appendix

Mean Scores of Responses to Questionnaire

1. Which of the following best describes your primary teaching interest?

1. news-editorial journalism	15.6	7. film	1.9
2. advertising	32.7	8. speech and organizational communication	.9
3. public relations	41.2	9. English	1.4
4 radio-television	1.4	10. Other areas	4.5
5. photography	0.0		
6. business	0.5		

2. From the list in question 1, which best describes the primary teaching interest of your immediate supervisor?

1. news-editorial journalism	31.3	7. film	1.9
2. advertising	12.8	8. speech and organizational communication	6.6
3. public relations	15.2	9. English	1.4
4. radio-television	9.5	10. Other areas	14.7
5. photography	0.5		
6. business	0.5		

3. a. About how many faculty members are in your department or academic unit? 15.9
   b. Of these, how many teach in your primary teaching area? 4.2
   c. About how many news-editorial faculty are there? 5.9

4. a. Please estimate how many majors are in your department or unit. 469.6
   b. How many majors are in your primary teaching area? 174.8
   c. How many news-editorial majors are in your department or unit? 78.2

5. Indicate your highest earned academic degree.

a. bachelor's degree	2.4	d. Ph.D.	60.2
b. master's degree	23.7	e. law degree	.9
c. MBA	1.4	f. Ed.D.	8.5

6. How many years of full-time professional experience do you have in your primary teaching interest?

a. Less than 2 year	7.6	c. 5 to 10 years	33.2
b. 2 to 4 years	21.8	d. more than 10 years	35.1

7. How many years of full-time teaching experience do you have?

a. Less than 2 years	7.6	c. 5 to 10 years	31.0
b. 2 to 4 years	12.9	d. more than 10 years	48.6

8. What is your academic rank?

a. instructor	4.7	d. professor	27.0
b. assistant professor	28.0	e. lecturer	4.7
c. associate professor	31.3	f. Other	2.8

9. Do you have tenure?
a. Yes 49.8 b. No. 49.2

Are you a chair?
a. Yes 25.6 b. No 70.1 n/a 4.3

10. Are the colleagues you work most closely with (more than one response possible):
a. in advertising 33.2
b. in public relations 38.9
c. in news-ed journalism 18.9
d. in radio-television 9.0
e. in speech or communication 7.6
f. in another area of the university 0.7
g. in the professional community 2.7

Following are some statements. Would you please indicate you agree or disagree with them.

11. Not enough credit is given at my institution for creative activities.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
16.5	30.1	18.0	25.7	9.7

12. Not enough credit is given at my school for research activities.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
4.8	12.9	10.0	44.5	27.8

13. My teaching area is well-respected by colleagues in my department or academic unit.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
24.4	40.2	12.0	18.7	4.8

14. My teaching area is well-respected by colleagues in other departments on campus.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
8.6	34.0	30.1	18.7	8.6

15. I have as much say as any other faculty member in helping set the direction for my department or academic unit.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
32.5	39.7	9.6	11.5	6.7

16. My area would be (or is) better off in a separate department or academic unit.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
16.5	15.5	12.6	27.2	28.2

17. Advertising should be part of the business program.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
6.7	13.9	21.5	33.0	24.9

18. Public relations should be part of the business program.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
3.3	8.5	15.8	33.0	39.2

19. Professional meetings are more likely to be beneficial than AEJMC conferences.

a. strongly agree	b. agree	c. neutral	d. disagree	e. strongly disagree
12.5	19.2	30.3	27.0	10.1

Percentages of those responding to question (omitting blank responses)
Answer the following based on your observations AT YOUR OWN INSTITUTION.

20. Do you believe it is easier for faculty in some teaching areas to be recognized in your institution's faculty evaluations for RESEARCH? Please circle the areas that you believe have an easier time.

a. News reporting, editing	9.4
b. Advertising	4.9
c. Public relations	4.3
d. Media law, theory, ethics	24.4
e. All of these are treated equally.	61.6

21. Do you believe it is easier for faculty in some teaching areas to be recognized in your institution's faculty evaluations for CREATIVE ACTIVITIES? Please circle the areas that you believe have an easier time being recognized.

a. News reporting, editing	16.9
b. Advertising	12.0
c. Public relations	5.9
d. Media law, theory, ethics	.5
e. All of these are treated equally.	70.2

22. Do you believe it is easier for faculty in some teaching areas to be recognized in your institution's faculty evaluations for PROFESSIONAL ACTIVITIES? Please circle the areas that you believe have an easier time.

a. News reporting, editing	24.5
b. Advertising	5.0
c. Public relations	10.5
d. Media law, theory, ethics	4.0
e. All of these are treated equally.	67.8

23. Do you believe it is easier for faculty in some teaching areas to be given TENURE? Please circle the areas that have an easier time being tenured.

a. News reporting, editing	14.9
b. Advertising	3.1
c. Public relations	1.0
d. Media law, theory, ethics	11.0
e. All of these are treated equally.	75.2

24. Do you believe it is easier for faculty in some areas to be promoted at your institution? Please circle the areas that have an easier time.

a. News reporting, editing	16.8
b. Advertising	1.0
c. Public relations	1.9
d. Media law, theory, ethics	12.5
e. All of these are treated equally.	74.5

25. Do you believe it is easier for some areas to get EQUIPMENT AND TEACHING SUPPLIES? Please circle the areas that you believe have an easier time.

a. News reporting, editing	36.5
b. Advertising	5.0
c. Public relations	2.4
d. Media law, theory, ethics	1.4
e. All of these are treated equally.	59.4

26. Do you believe it is easier for faculty in some areas to get MERIT SALARY RAISES than other areas? Please circle the areas that an easier time.

a. News reporting, editing	15.5
b. Advertising	4.6
c. Public relations	4.1
d. Media law, theory, ethics	6.0
e. All of these are treated equally.	77.0

27. Do you believe it is easier for some areas to be assigned SMALLER CLASS SIZES. Please circle the areas that you believe have an easier time.

a. News reporting, editing	49.1
b. Advertising	3.9
c. Public relations	4.8
d. Media law, theory, ethics	4.9
e. All of these are treated equally.	46.7

28. Based on your observations, do you believe that AEJMC ACTIVITIES are more geared to faculty in some areas. Please circle the areas that you believe receive emphasis in these activities.

a. News reporting, editing	58.3
b. Advertising	2.6
c. Public relations	2.6
d. Media law, theory, ethics	32.4
e. All of these are treated equally.	34.3

29. Based on your observations, do you believe that AEJMC PUBLICATIONS are more geared to faculty in some areas. Please circle the areas that you believe receive emphasis in these publications.

a. News reporting, editing	65.2
b. Advertising	4.6
c. Public relations	3.1
d. Media law, theory, ethics	41.4
e. All of these are treated equally.	23.7